



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

THE RELATIONS OF TRAINING-SCHOOLS TO HOSPITAL ADMINISTRATION *

By MARY M. RIDDLE

Assistant Superintendent of Nursing, City Hospital, Boston

As the interests of any hospital and its training-school are closely interwoven, no argument is needed to confirm the statement that they are mutually dependent. That which militates for the advantage of one reacts for the good of the other, and, vice versa, that which is to the detriment of the one is also an evil to the other.

Since they are so closely allied and participate so nearly equally in the results accruing from their collaboration, the proper adjustment of their relationship seems a simple matter. But many systems are in vogue, and it is only by careful consideration of circumstances and the needs of the time, together with a just estimate of the value of each to the other, that a satisfactory solution is possible.

It is a self-evident fact that in every hospital some form of government is necessary, and if it be that which provides for the efficient management and preservation of the common interests, promotes the general welfare, and establishes a permanent happy state, it accomplishes its purpose, and no individual or class of individuals is at liberty to interfere with its administration, lest it be weakened and the end to be attained frustrated. Organized training-schools for nurses are of comparatively recent date, and their modes of growth have been that of evolution from the simpler and less complex organizations of the beginning, on and on to the present, when we find their managers contemplating university education for the pupil nurse.

When these schools were in the simplicity of the beginning it was no uncommon thing to find them managed by boards in no way connected with the hospital. This was especially true of those hospitals which employed religious orders to care for their sick. Such nursing bodies did efficient work, and paved the way for their more scientific, though possibly less devoted, followers. They were, from the highest religious motives, most devoted to the relief of human suffering, and were responsible only to the head of their order, regarding the hospital as the means whereby they were allowed to fulfil their vows and to exercise those functions and attributes which made them indeed "Sisters of Charity."

Other schools there are governed by superintendents who have no voice in the executive affairs of the hospital, but whose interest is con-

* Read at the International Congress of Nurses, September, 1901.

centrated in furnishing to the school clinical advantages for study and observation. This relationship of school and hospital may have items in its favor, but there are evident disadvantages, prominent among which is the effect upon the nurses themselves. It is possible, and altogether probable, that by a training thus given nurses may be produced who fail to consider that the welfare and comfort of the patient is of primary importance. His welfare may receive due consideration, but his comfort and happiness are of secondary value. He is the means to the end that they may be educated, and they unconsciously drift into the belief that all patients were created for their benefit, whereas the reverse is the fact, —viz., that nurses were created for patients.

Again, the training-school may be governed by a superintendent who with the school is employed by the hospital to do the nursing therein. Hospitals and training-schools thus associated have been known to flourish and go on to success, and to send out graduates who take and maintain positions in the front ranks of the profession. Furthermore, this association of school and hospital has been one method of solving the problem of political control, or, rather, of keeping the school free from political influence when the hospital is under its domination. It has also been a method of securing greater freedom for the school, in that it allows the accomplishment for the hospital of what is reasonable rather than the exaction of what is desirable, with the result that the possibilities for the preservation of the health and strength of the nursing body are greatly increased.

Another form of relationship between training-school and hospital is exemplified when both are under one administration. Then do we have a form of government which may more nearly meet the necessity for any government,—viz., to promote the general welfare,—but there are some apparent disadvantages to the school arising from this form of relationship; first, the ability of the Board of Trustees to at any time abolish the training-school and conclude to have the nursing service performed in some other way; second, it seldom calls for a “Ladies’ Board,” unless it may be that such a body constitutes part of an advisory board.

That training-school which has no Ladies’ Board doubtless loses many of the influences which tend to stimulate it in the search for high ideals and correct motives. Personal contact with women of a wider and more varied life cannot fail to make strong impressions upon nurses, and when the spoken words convey the knowledge of experience they carry with them a conviction that supplements the teaching of the school.

The superintendent of the hospital is the nominal head of the training-school under authority of a Board of Trustees. He, in turn, delegates his authority to a superintendent of nurses, superintendent of

training-school, principal of training-school, or a directress of nurses; one title implies the same meaning, suggests the same routine of duty and the same burden of responsibility as another, and is at the same time representative of some distinctive idea when given. Great power is gained by this combination of offices.

The superintendent of the hospital, whether he belong to the medical fraternity or to the laity, wields a farther-extended influence than the average superintendent of nurses, for by reason of his professional and business relations he comes in more immediate contact with men of affairs, and is constantly informed of the public pulse.

In matters of discipline he is the court of appeals, and from his position as head of the training-school on the outside of the actual work he should be able to form unbiased opinions and render judgment without prejudice.

If he is the power to whom appeal may be made for direction and discipline, the Training-School Committee of the Board of Trustees is the final tribunal, or supreme court.

He is an adviser not only in matters of discipline, but is to be consulted on those that are educational or that otherwise pertain to the progress of the nursing work. The superintendent of nurses, from her more intimate knowledge of the requirements of the training-school gained by her experience while in training and her contact while superintending, should formulate and carry into execution plans for the advancement and betterment of the nursing service within the hospital as well as the elevation and maintenance of standards among pupils who must soon represent the training-school in the great world outside, where they will be judged by the efficiency and spirit which characterize their work. In all this the superintendent will advise and consult, and he will doubtless eventually place his seal upon the results; but if he is wise and unselfish, he will permit the superintendent of nurses to proceed within limitations that are not narrowed and restricted by his conceptions of expediency, but by those which after full and free consultation they together conclude will most surely promote the general welfare.

Another element of power in this combination of offices, subject to one authority, is found when the relationship between the training-school and other departments is scrutinized. It is impossible for a matron or housekeeper who is an untrained nurse to duly appreciate the necessities of the hospital from the stand-point of the nursing service, and therefore the progress of the work is frequently impeded by friction which is the outgrowth of ignorance. But when all departments are subject to the one control, there can be no division of interests and consequently no friction to overcome.

The benefits resulting to the hospital and its administration in every department by this unity of government may be augmented by placing at heads of all departments of the domestic service women trained and educated in the art of nursing. Success to the whole is thus lured by every inducement of sympathy and interest.

Here too is an opportunity for the development of those ethical traits in a nurse which count for much in making up the estimate of the individual as well as the professional body. Here loyalty may grow, flourish, and bring forth fruit which shall redound to the well-being of the training-school, the hospital, and ultimately the whole profession.

The matter of placing trained nurses at the heads of departments has seldom been carried to complete success. Many existing theories have thrown their weight in the scales to overbalance the success of the scheme when tried. There is a sentiment noticeably prominent among nurses that by taking any other line of work than the actual bedside-care of patients or instruction in the art they forfeit their place, their self-esteem, and the esteem of their neighbors.

Is the rejection of these branches of work by our best nurses the result of their training, or a deficiency in their training, or a fault of their earlier education, or is it due to the influence which heads of hospitals and heads of training-schools have permitted to surround these forms of hospital work; or is it due to the fact that other than nursing forms of work in the hospital have been consigned to the list of menial occupations? But do they really belong there? Do they not rather represent the business element in the hospital world, and is it not now the common belief that the higher education best fits one for business and the conduct of vast affairs, and, if true, then does not the higher education in the hospital best fit for places therein? Moreover, is not the successful management of vast business enterprises receiving the homage of the world to-day, and are not these special lines receiving the attention of instructors in the course for nurses at Teachers College?

Then let not the training-school despise the offices of any other department, but rather broaden out to include preparation for them in its curriculum. Instruction in the duties of matron, housekeeper, or purveyor might well form one branch of training for the third year, with the result that the trained nurse would be better able to meet the responsibilities of the combination of all offices when called upon to do so in assuming the management of a small hospital. Then would she not be completely overcome by the problems which demand, for correct solution, a knowledge of the various subsistence supplies, their value to the hospital, their cost, their necessity, the amount required, and the manner of preserving them and preparing them for use. She would also have

a knowledge, gained by instruction, observation, and experience, which would enable her to demand the proper amount of domestic service within a given time and for a given recompense.

Whether the relations between the hospital and training-school are those that naturally arise when under one administration, or whether they are those due to the contract which binds them together, there are certain duties and responsibilities of the hospital to the training-school, and vice versa of the training-school to the hospital. When the relationship is by contract its terms doubtless define these duties and responsibilities, and each member of the compact sees to it that the other renders that which was agreed upon,—there responsibilities cease.

But when hospital and training-school are under one administration there can be no such limit of responsibility.

When a hospital issues to the world its prospectus, setting forth the advantages of its particular school, and a young woman is induced thereby to undertake its course of training, to the end that she may become useful and self-supporting, the hospital assumes towards that young woman certain moral responsibilities as well as those enumerated in its agreement with her. She had doubtless come from a sphere in life where knowledge of hospitals and training-schools is very limited; she knows nothing of the many phases of the work, which may be to her advantage or otherwise, therefore she must be protected, and this is one duty of the hospital to the individual nurse,—her interests must be preserved, and this cannot be done if obstacles are placed in her pathway towards success. She looks forward to the time when she shall be sufficiently equipped to take her place in the world and earn a competence. The time arrives, but she finds she is superseded, possibly by undergraduates from her own school, who, because they *are* undergraduates and are supported by the school, underbid her services to such an extent that she must withdraw from the field, wondering how her hospital could have held out such inducements to her when they evidently did not exist.

This is the prevailing condition in those communities where are located the hospitals having training-schools that send their nurses out to private duty. In these days of progress we frequently hear the argument advanced that it is only a part of the new plan for university education of nurses, and so it may be in those schools where the nursing service is rendered at the same rate as to the poor in our hospitals. Let the poor and others be given the nursing care required and let no remuneration be exacted, then will become perfectly visible the plan for university education of the nurses. And lest these patients become pauperized, let them be given to understand that the obligation is wholly on the part of the hospital. Possibly a circular to the effect might be substituted for

or accompany that which is now sent inquiring as to the merits of the nurse.

The idea of obligation may not suggest a happy state, and it may be wise to charge a nominal fee, but if it were no more than the actual cost to the hospital of the nurse while engaged with the patient, surely all moral and ethical requirements would be met, and the value to that training-school of university education for its nurses could be determined by the amount of service thus given for which there was no visible increase in its treasury.

Other responsibilities of the hospital to its school under the same administration may be enumerated,—as, provision of home and sustenance, fulfilment of contracts, provision of necessary educational advantages, etc. In return the training-school as a whole, and nurses as individuals, will give unstintedly of those qualities which furnish the best service,—loyalty, unselfishness, and devotion to principle. They will abide by their contracts and will guard against the purely scientific work, forgetting not sympathy and womanly nursing virtues and attributes, which sometimes seem almost out of fashion and can only be seen in the dim distance of the past, but will be ever present with the nurse who heeds the admonition of one well fitted to furnish it, that “the ideal nurse must maintain a strength of character upon which a sick world may lean.”

Notwithstanding much has been said to the contrary, there is a growing sentiment of appreciation for training-schools and their work among hospital governors and administrators. The school is no longer thought an expensive luxury of the hospital or even a pecuniary benefit, but it is placed where it belongs, among the educational institutions of the world. Material evidence of this change of opinion of the hospital of its school is found in the provisions made for their comfort, for their culture, and for refining influences which surround them in the beautiful home that almost every hospital is ambitious to furnish its nurses.

An editor of a prominent medical journal, who is closely observant of the trend of events, says: “It is becoming more and more obvious that the efficiency of a hospital of any sort depends in a great measure upon the services of the nursing staff. It would, we sometimes think, be possible to get on, for a time, at least, without physicians, but to be deprived of nurses would mean the *abolition* of the modern hospital. The external recognition of this fact lies in the ample provision now everywhere being made for the comfort and health of the nursing staffs when off duty.”

Time and experience are the surest tests by which the real value of any form of relationship between school and hospital may be estimated, but all departments cannot fail to find in the united means and efforts

greater strength, greater resource, and eventually greater results,—*unity of purpose is the main prop of success.*

EXAMINATIONS FOR ADMISSION TO PROFESSIONAL PRACTICE IN THE STATE OF NEW YORK

By HENRY L. TAYLOR, PH.D.

Director's Assistant, College and High School Departments, University
of the State of New York

CAREFUL attention needs to be given to the difference between a degree and a license, the one carrying with it the right to assume a title which is evidence of scholastic ability, the other the right to enter on the practice of a profession or a pursuit, both emanating from the same authority, the State, either directly or through intervening mediums.

As the general public, specially foreigners, are often puzzled to account for the diversity in the legislation of the United States, the fact is emphasized that all matters of internal police control are left exclusively to the several States, and that national laws regulating professional practice cannot be enacted.

The requirements for admission to professional schools and for admission to the practice of a profession vary greatly in the different political divisions of the United States, but four general items usually appear, (1) a general preliminary educational requirement; (2) a professional preparation; (3) evidence of good character; (4) a licensing fee.

In New York high standards in preliminary general education are demanded both for degrees and for licenses, and in each case the question of attainments is determined by the University of the State of New York. As a rule, in other States, professional schools conduct their own entrance examinations, and the tests are often mere matters of form, even though the standards may appear satisfactory on paper. In the State of New York, however, admission to professional schools and to professional practice is subject to the requirements of the university to a greater or less extent, and must be secured either on examinations conducted by the university, or certificates issued for work completed in registered schools, supplemented if necessary by Regents' examinations.

UNIVERSITY OF THE STATE OF NEW YORK.—As some confusion exists regarding the powers and duties of the Regents, and to many the term is synonymous with examinations only, a concise statement of the organization of the university is in order. The University of the State